

**DEPARTMENT OF EDUCATION  
SPECIAL EDUCATION PROGRAMS**

**Chamberlain School District**

**Accountability Review - Focus Monitoring Report 2007-2008**

**Team Members:** Linda Shirley, Deb Zebill, Mary Borgman, Barb Boltjes Education Specialists; and Linda Turner Special Education Programs.

**Dates of On Site Visit:** January 24-25, 2008

**Date of Report:** February 19, 2008

**3 month update due:** May 19, 2008 Received: August 1, 2008

**6 month update due:** August 19, 2008 Received: November 10, 2008

**9 month update due:** November 19, 2008

**Closed:** December 22, 2008

---

**Program monitoring and evaluation.**

In conjunction with its general supervisory responsibility under the Individuals with Disabilities Education Act, Part B, Special Education Programs (SEP) of the Office of Educational Services and Support shall monitor agencies, institutions, and organizations responsible for carrying out special education programs in the state, including any obligations imposed on those agencies, institutions, and organizations. The department shall ensure:

- (1) That the requirements of this article are carried out;
- (2) That each educational program for children with disabilities administered within the state, including each program administered by any other state or local agency, but not including elementary schools and secondary schools for Indian children operated or funded by the Secretary of the Interior:
  - (a) Is under the general supervision of the persons responsible for educational programs for children with disabilities in the department; and
  - (b) Meets the educational standards of the state education agency, including the requirements of this article; and
- (3) In carrying out this article with respect to homeless children, the requirements of the McKinney-Vento Homeless Assistance Act, as amended to January 1, 2007, are met. (Reference- ARSD 24:05:20:18.)

**State monitoring--Quantifiable indicators and priority areas.**

The department shall monitor school districts using quantifiable indicators in each of the following priority areas, and using such qualitative indicators as are needed to adequately measure performance in those areas:

- (1) Provision of Free Appropriate Public Education (FAPE) in the least restrictive environment;
  - (2) Department exercise of general supervision, including child find, effective monitoring, the use of resolution meetings, mediation, and a system of transition services as defined in this article and article 24:14; and
  - (3) Disproportionate representation of racial and ethnic groups in special education and related services, to the extent the representation is the result of inappropriate identification. (Reference-ARSD 24:05:20:18:02.)
- 

**State enforcement -- Determinations.**

On an annual basis, based on local district performance data, information obtained through monitoring visits, and other information available, the department shall determine whether each school district meets the requirements and purposes of Part B of the IDEA...

Based upon the information obtained through monitoring visits, and any other public information made available, Special Education Programs of the Office of Educational Services and Support determines if the agency, institution, or organization responsible for carrying out special education programs in the state:

- Meets the requirements and purposes of Part B of the Act;
- Needs assistance in implementing the requirements of Part B of the Act'
- Needs intervention in implementing the requirements of Part B of the Act; or
- Needs substantial intervention in implementing the requirements of Part B of the Act. (Reference-ARSD 24:05:20:23.04.)

**Deficiency correction procedures.**

The department shall require local education agencies to correct deficiencies in program operations that are identified through monitoring as soon as possible, but not later than one year from written identification of the deficiency. The department shall order agencies to take corrective actions and to submit a plan for achieving and documenting full compliance. (Reference-ARAD 24:05:20:20.)

**1. FAPE in the LRE – Performance Indicator**

**State Performance Plan - Indicator 3:** Participation and performance of children with disabilities on statewide assessments.

1. Percent of districts meeting State's AYP objectives for progress for disability subgroup.
2. Participation rate for children with IEPs in a regular assessment with not accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards.
3. Proficiency rate for children with IEPs against grade level standards and alternate achievement standards.

**Annual Performance Report Activity –** Conduct an accommodation study to verify IEP teams are providing instructional accommodations if they are also providing those accommodation on statewide assessments.

**Follow-up date: January 24, 25, 2008**

**Finding:**

Through a review of 19 student files, data gathered by the review team indicated the following:

1. The accommodations/modifications were appropriated for the skill areas affected by the disability in 17 of the 19 files reviewed.
2. The accommodations/modification provided for State/District wide assessments were provided in the student's instructional program in 11 of the 19 files reviewed.
3. The accommodations identified in the IEPs for State/District wide assessment were used during the assessment administration in 15 of 19 files reviewed.

**Corrective Action:**

<b>Corrective Action:</b> Document the specific activities and procedures that will be implemented and the data/criteria that will be used to verify compliance.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	(SEP Use Only) Date Met
<b>Activity/Procedure:</b> 1. The district will review current policy/procedure to determine why discrepancies are occurring.  2. Develop a process that will allow for the appropriate documentation and provision of accommodations for state/district assessments.  3. Train IEP staff and testing coordinator in the procedures/process.  4. Implement procedures and collect data to verify accommodation are appropriately documented and	Activity # 1&2 Within 1 week of receiving report          Activity #3 By February 15, 2008   Activity #4	District Administration & District Staff	<b>Met: 8/1/08</b>

<p>provided during state/district assessments.</p> <p>5. Analyze data collected to determine if procedures corrected discrepancy. Repeat steps 1 through 5 if discrepancies continue.</p> <p><b>Progress Report data to be submitted to SEP:</b></p> <ol style="list-style-type: none"> <li>1. Written description of the districts review process to identify why the discrepancies are occurring.</li> <li>2. Written description of the process the district will implement to correct the discrepancies.</li> <li>3. Training documentation to include the date staff training occurred, name of individual who provided the training and sign-in sheet with the name of all participants/position titles, who attended the training.</li> <li>4. Following the 2008 assessment window, the district will review 3 student IEPs from each grade level taking the Dakota Step. The district will use the attached chart to document accommodation information for each of the student files reviewed. A summary of the data results will be submitted to SEP.</li> </ol>	<p>By 6 month progress report due date.</p> <p>Activity #5 By 6 month progress report due date.</p>		
---	---	--	--

**3 month Progress Report: All activities have been met for indicator 3.**

## **2.GENERAL SUPERVISION**

**24:05:24.01:09. Developmental delay defined.** A student three, four, or five years old may be identified as a student with a disability if the student has one of the major disabilities listed in § 24:05:24.01:01 or if the student experiences a severe delay in development and needs special education and related services.

A student with a severe delay in development functions at a developmental level two or more standard deviations below the mean in any one area of development specified in this section or 1.5 standard deviations below the mean in two or more areas of development.

The areas of development are cognitive development, physical development, communication development, social or emotional development, and adaptive development.

The student may not be identified as a student with a disability if the student's delay in development is due to factors related to environment, economic disadvantage, or cultural difference.

A district is not required to adopt and use the term developmental delay for any students within its jurisdiction. If a district uses the term developmental delay, the district must conform

to both the division's definition of the term and to the age range that has been adopted by the division.

A district shall ensure that all of the student's special education and related services needs that have been identified through the evaluation procedures described under chapter 24:05:25 are appropriately addressed.

**Findings:**

Through a review of student records seven students were not evaluated or identified with a disability before their 6<sup>th</sup> birthday.

For example:

1. A student turned 6 on 9/24/06 the evaluation was completed on 4/16/07
2. A student turned 6 on 1/19/07 the evaluation was completed on 2/21/07
3. A student turned 6 on 6/9/06 the evaluation was completed on 10/27/06.
4. Student 47 turned 6 on 8/13/07 an evaluation was completed, however there were no standardized evaluations given to determine eligibility, and there was not an IEP following the re-evaluation. The evaluations given were WISC IV(no scores were attainable), Vineland, Brigance, Speech/language (observation), Peabody Developmental Motor Scale. The student is under the category of multiple disabilities for cognitive delay and other health impaired.
5. Student 49 turned 6 on 1-18-08 and an evaluation has not been started on this student.

**Present levels:**

<b>Corrective Action:</b> Document the specific activities and procedures that will be implemented and the data/criteria that will be used to verify compliance.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	(SEP Use Only) Date Met
<b>Activity/Procedure:</b> A list of all students under the age of 6 and when they will turn 6 will be developed, and each teacher responsible for the student will ensure evaluations and placements are done before their 6 <sup>th</sup> birthday.  <b>Data Collection:</b> A copy of the list of students turning 6 will be sent to the SEP, and a copy of their evaluations when completed.	Feb. 08 and Ongoing	District	<b>Met: 8/1/08</b>

**3 month Progress Report: A list of students and their evaluation dates was sent by the district.**

**Present levels:**

<b>Corrective Action:</b> Document the specific activities and procedures that will be implemented and the data/criteria that will be used to verify compliance.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	(SEP Use Only) Date Met
<b>Activity/Procedure:</b> The district will reconvene student 47's IEP committee and complete the IEP and MDT to determine if other evaluations are needed for eligibility determination and placement of special education or special education and related services.  The district will evaluate student 49 conduct a meeting and determine eligibility.	Feb. 08 and Ongoing	District	<b>Met: 11/24/08</b>

<b>Data Collection:</b> The district will submit a copy to SEP of each student's MDT and IEP which will document placement and the outcome of the meeting.			
---	--	--	--

**3 month Progress Report: Reports have not been received.**

**6 month Progress Report: Both students were evaluated and eligibility was determined.**

**3. GENERAL SUPERVISION**

**24:05:25:04.02. Determination of needed evaluation data.** As part of an initial evaluation, if appropriate, and as part of any reevaluation, the individual education program team required by § 24:05:27:01.01 and other qualified professionals as appropriate with knowledge and skills necessary to interpret evaluation data, shall:

(1) Review existing evaluation data on the child, including:

- (a) Evaluations and information provided by the parents of the child;
- (b) Current classroom-based local or state assessments and observations; and
- (c) Observations by teachers and related services providers; and

(2) Based on the above review and input from the student's parents, identify what additional data, if any, are needed to determine:

- (a) Whether the student has a particular category of disability as described in this article;
- (b) The present levels of performance and educational needs of the student; and
- (c) Whether the student needs special education and related services.

The school district shall administer assessments and any other evaluation materials as may be needed to produce the data required to make the determinations listed in subdivision (2) of this section. If no additional data are needed to make the determinations listed in subdivision (2) of this section, the school district shall notify the student's parents of this fact and the reasons for this decision. The group described in this section may conduct its review without a meeting.

**ARSD 24:05:25:04.03. Determination of eligibility.** Upon completing the administration of assessments and other evaluation measures as required by this chapter, the individual education program team and other qualified individuals required by § 24:05:25:04.02 shall determine whether the student is a student with a disability, and shall determine the educational needs of the child, as defined in this article. The school district shall provide a copy of the evaluation report and the documentation of determination of eligibility at no cost to the parent. A student may not be determined to be a student with a disability if the determinant factor for that decision is lack of appropriate instruction in reading, including the essential components of reading instruction as defined in ESEA, or lack of appropriate instruction in math or limited English proficiency and if the student does not otherwise meet the eligibility criteria under chapter § 24:05:24.01.

**Findings:**

Through a review of student files, there was no evidence of parent input into the evaluation process for 12 students. In four files reviewed, the Bender Visual Motor Gestalt Test was given, and in two files reviewed, adaptive tests were given without permission. Written reports were not developed in the areas of transition and functional assessments for all students to show eligibility and skill areas for each student.

1. Student 12 is reported as a student with a multiple disability. The areas identified are emotional disturbance and specific learning disability.
2. Student 7 is identified as a student eligible in the area of Orthopedic Impairment. The team was unable to validate educational impact for this student.

<b>Corrective Action:</b> Document the specific activities and procedures that will be implemented and the data/criteria that will be used to verify compliance.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>(SEP Use Only) Date Met</b>
<p><b>Activity/Procedure:</b> The state will provide professional development for all district special education staff in the area of parent input into the evaluation, evaluation and determining eligibility.</p> <p>The district will meet to specifically address students 7 and 12 disability categories. The district will give prior notice for a meeting to re-determine eligibility and document educational impact for these students. The information will be documented on the MDT report.</p> <p><b>Data Collection:</b> The district will submit an agenda for professional development activities, a list of those in attendance, dates and time.</p> <p>The district will send to the SEP office the MDT's for students 7 and 12 to check for correct placement.</p> <p>The district will send to the SEP 1 initial or re-evaluation from each special education teacher containing all information from prior notice to evaluation, and determination of eligibility.</p>	February 08 Ongoing	State and District	<b>Met: 11/10/08</b>

**3 month Progress Report:** Trainings were completed on 4/10/08 but the MDTs have not been received.

**6 month Progress Report:** Both students were reevaluated by the district. One qualified under the category of specific learning disability. The other student was dismissed.

#### **4.General Supervision**

**24:05:25:04. Evaluation procedures -- General.** School districts shall ensure, at a minimum, that evaluation procedures include the following:

- (1) Assessments and other evaluation materials are provided and administered in the child's native language or by another mode of communication and in the form most likely to

yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to so provide or administer. In addition, assessments and other evaluation materials:

- (a) Are used for the purposes for which the assessments or measures are valid and reliable; and

- (b) Are administered by trained and knowledgeable personnel in conformance with the instructions provided by their producer;

(2) Assessments and other evaluation materials include those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient;

(3) Assessments are selected and administered so as best to ensure that if an assessment is administered to a child with impaired sensory, manual, or speaking skills, the assessment accurately reflects the child's aptitude or achievement level or whatever other factors the assessment purports to measure, rather than the child's impaired sensory, manual, or speaking skills except where those skills are the factors which the assessment purports to measure;

(4) No single measure or assessment is used as the sole criterion for determining eligibility or an appropriate educational program for a child;

(5) A variety of assessment tools and strategies are used to gather relevant functional, developmental, and academic information about the child, including information provided by the parents that may assist in determining:

- (a) Whether the child is a child with a disability; and

- (b) The content of the child's IEP, including information related to enabling the child:

- (i) To be involved in and progress in the general education curriculum; or

- (ii) For a preschool child, to participate in appropriate activities;

(6) Technically sound instruments, assessment tools, and strategies are used that:

- (a) May assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors; and

- (b) Provide relevant information that directly assists persons in determining the educational needs of the child;

(7) The child is assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities; and

(8) The evaluation is sufficiently comprehensive to identify all of the child's special education and related services needs, whether or not commonly linked to the disability category in which the child has been classified.

Assessments of children with disabilities who transfer from one school district to another school district in the same school year are coordinated with those children's prior and

subsequent schools, as necessary and as expeditiously as possible, consistent with § 24:05:25:03.01, to ensure prompt completion of full evaluations.

#### **Findings:**

Through file reviews the team concluded evaluations are not comprehensive. Functional evaluations are not consistently being administered and used in the IEP process. Transition evaluations are not being consistently completed for students turning age 16.

#### **Present levels:**

<b>Corrective Action:</b> Document the specific activities and procedures that will be implemented and the data/criteria that will be used to verify compliance.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>(SEP Use Only) Date Met</b>
<b>Activity/Procedure:</b> The district will complete the permission to evaluate on each student needing an evaluation and the team will decide what evaluations are needed. This must be a comprehensive evaluation for determining eligibility for special education in South Dakota including need for related services. All areas of suspected disability must be evaluated. Transition evaluations will be given to each student before their 16 <sup>th</sup> birthday. Functional assessments will be administered to gain skill specific information for development of the IEP.  <b>Data Collection:</b> A copy of 2 new IEPs (initial or reevaluation) from each special education teacher will be sent to Special Education Programs.	Feb. 08 and Ongoing	District	<b>Met: 11/10/08</b>

**3 month Progress Report: IEPs have not been submitted.**

**6 month Progress Report: IEPs submitted contained a comprehensive evaluation and students were evaluated in all areas of suspected disability. Transition evaluations were completed before the age of 16, and functional assessments were administered.**

### **5. GENERAL SUPERVISION**

**24:05:25:06. Reevaluations.** Reevaluations shall be conducted at least every three years or if conditions warrant or if the child's parent or teacher requests an evaluation. Reevaluations must be completed within 25 school days after receipt by the district of signed consent to reevaluate unless other time limits are agreed to by the school administration and the parents. Each school district shall follow the procedures under § 24:05:25:04.02 when reevaluating a student for the additional purposes of:

- (1) Determining whether the child continues to have a disability;
- (2) Determining whether the child continues to need special education and related services; and



(3) Determining whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable annual goals set out in the IEP and to participate, as appropriate, in the general curriculum.

If no additional data are needed to determine continuing eligibility, the district shall notify the parents of that determination and reasons for it and of the right of the parent to request an assessment, for purposes of services under this article, to determine continuing eligibility. The school district is not required to conduct an assessment unless requested to do so by the child's parents. However, a school district shall follow the procedures in this chapter before determining that the child is no longer a child with a disability. The evaluation procedures described in this chapter are not required before the termination of a child's eligibility under this article due to graduation with a regular high school diploma, or exceeding the age eligibility for FAPE.

Through file reviews the team identified the district does not consistently hold IEP meetings after the reevaluation has been completed. The district holds an eligibility meeting and determines placement, then the IEP is not written for 3 to 6 months. Timelines are very inconsistent.

For example:

1. One three year was due 5-22-06, and the testing was completed 9/5/06.
2. Another IEP was due 8/20/07 and the evaluations were completed 9/26/07.
3. Another reevaluation was due 2/24/04 and was completed 10/2/07.
4. Another consent was received on 10/1/07 and the last evaluation was completed on 12/14/07..

<b>Corrective Action:</b> Document the specific activities and procedures that will be implemented and the data/criteria that will be used to verify compliance.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	(SEP Use Only) Date Met
<b>Activity/Procedure:</b> The district will have a process in place for meeting timelines for evaluation reports, determination of eligibility and conducting an IEP team meeting.  <b>Data Collection:</b> The district will submit to SEP the process for ensuring all timelines are met for every student.	March 08 and ongoing	District	<b>Met: 11/24/08</b>

**3 month Progress Report:**

**6 month Progress Report: All IEPs submitted showed timelines were all met.**

<b>Corrective Action:</b> Document the specific activities and procedures that will be implemented and the data/criteria that will be used to verify compliance.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	(SEP Use Only) Date Met
<b>Activity/Procedure:</b> A state training will be provided to all special education staff on all areas of evaluation, timelines, IEP development, and transition. <b>Data Collection:</b> The district will submit a copy of the training agenda, date of training, presenter(s) and a list of persons attending.	March 08	State	<b>Met: 8/1/08</b>

### **3 month Progress Report: All trainings have been completed.**

#### **6. GENERAL SUPERVISION**

**24:05:27:01.03. Content of individualized education program.** Each student's individualized education program shall include:

(1) A statement of the student's present levels of academic achievement and functional performance, including:

(a) How the student's disability affects the student's involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled students); or

(b) For preschool student, as appropriate, how the disability affects the student's participation in appropriate activities;

(2) A statement of measurable annual goals, including academic and functional goals, designed to:

(a) Meet the student's needs that result from the student's disability to enable the student to be involved in and progress in the general education curriculum; and

(b) Meet each of the student's other educational needs that result from the student's disability;

For students with disabilities who take alternate assessments aligned to alternate achievement standards, each student's IEP shall provide a description of benchmarks or short-term objectives;

(3) A statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the student, or on behalf of the student, and a statement of the program modifications or supports for school personnel that will be provided for the student:

(a) To advance appropriately toward attaining the annual goals;

(b) To be involved and progress in the general education curriculum in accordance with this section and to participate in extracurricular and other nonacademic activities; and

(c) To be educated and participate with other students with disabilities and nondisabled students in the activities described in this section;

(4) An explanation of the extent, if any, to which the student will not participate with nondisabled students in the regular class and in activities described in this section;

(5) A statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the student on state and district-wide assessments consistent with § 24:05:14:14. If the IEP team determines that the student shall take an alternate assessment instead of a particular regular state or district-wide assessment of student achievement, a statement of why:

(a) The student cannot participate in the regular assessment; and

(b) The particular alternate assessment selected is appropriate for the student;

(6) The projected date for the beginning of the services and modification described in this section and the anticipated frequency, location, and duration of those services and modifications;

(7) A description of how the student's progress toward the annual goals described in this section will be measured and when periodic reports on the progress the student is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided;

(8) Beginning not later than the first IEP to be in effect when the student turns 16, or younger if determined appropriate by the IEP team, and updated annually thereafter, the IEP shall include:

(a) Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and, if appropriate, independent living skills; and

(b) The transition services (including courses of study) needed to assist the student in reaching those goals; and

(9) Beginning not later than one year before a student reaches the age of majority under state law, the student's individualized education program must include a statement that the student has been informed of his or her rights under Part B of the Individuals with Disabilities Education Act, if any, that will transfer to the student on reaching the age of majority consistent with § 24:05:30:16.01.

**24:05:27:01.02. Development, review, and revision of individualized education program.** In developing, reviewing, and revising each student's individualized education program, the team shall consider the strengths of the student and the concerns of the parents for enhancing the education of their student, the results of the initial or most recent evaluation of the student, the academic, developmental, and functional needs of the student. The individualized education program team also shall:

(1) In the case of a student whose behavior impedes his or her learning or that of others, consider the use of positive behavioral interventions and supports and other strategies to address that behavior;

(2) In the case of a student with limited English proficiency, consider the language needs of the student as these needs relate to the student's individualized education program;

(3) In the case of a student who is blind or visually impaired, provide for instruction in Braille and the use of Braille unless the team determines, after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the student's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the student;

(4) Consider the communication needs of the student and, in the case of a student who is deaf or hard of hearing, consider the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode; and

(5) Consider whether the student requires assistive technology devices and services.

The regular education teacher of a student with a disability, as a member of the individualized education program team, must, to the extent appropriate, participate in the development, review, and revision of the student's individualized education program, including the determination of appropriate positive behavioral interventions and supports and other strategies for the student and the determination of supplementary aids and services, program modifications, and supports for school personnel that will be provided for the student consistent with subdivision 24:05:27:01.03(3).

Nothing in this section requires the team to include information under one component of a student's individualized education program that is already contained under another component of the student's individualized education program. No additional information may be required to be included in a student's IEP beyond what is explicitly required in this section.

#### **Finding:**

Through a review of student records the team identified students present levels of academic achievement and functional performance (PLAAFPs) do not consistently include skill specific information to develop an IEP. The PLAAFPs do not consistently list parent input or how the disability affects involvement in the regular education classroom. Annual goals do not consistently specify skills the student can accomplish within a 12 month period. They do not always include criteria, condition and performance. Goals do not always relate to the disability. For example:

1. A student has a goal for reading, and does not qualify for reading, nor is reading ever mentioned in the PLAAFPs as a concern.
2. A student qualified for reading fluency and it was not addressed in the PLAAFPs or as a goal.

Example of goals:

1. "will apply various reading strategies to comprehend and interpret text 4/5 trials 85% accuracy.
2. "when given a written assignment will answer questions focusing on key ideas, issues or situations that are supported by the information utilizing correct sentence structure, punctuation and grammar 90% 9/10 trials.

<b>Corrective Action:</b> Document the specific activities and procedures that will be implemented and the data/criteria that will be used to verify compliance.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	(SEP Use Only) Date Met
<b>Activity/Procedure:</b> The district will review all new IEP files to ensure the required content is included, including present levels of performance, functional information, and goals that target area of need 100% of the time. <b>Data Collection:</b> A copy of two IEPs from each special education teacher will be sent to the SEP for verification of content.	March 08 and ongoing	District	<b>Met: 11/24/08</b>

**3 month Progress Report: IEPs have not been submitted.**

**6 month Progress Report: All files submitted had correct content.**

**7. GENERAL SUPERVISION All IEPs submitted showed timelines were all met.**

**24:05:27:13.02. Transition services.** Transition services are a coordinated set of activities for a student, designed within an outcome-oriented process, which promotes movement from school to post school activities, including postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. The coordinated set of activities shall be based on the individual student's needs, taking into account the student's preferences and interests, and shall include instruction, related services, community experiences, the development of employment and other post school adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation.

**Finding:**

Through a review of student files transition did not consistently have a set of coordinated activities in place for students.

Students did not have measurable post secondary goals that linked to the evaluation.

Postsecondary goals were not measurable. The PLAAFs statements did not address strengths and needs in the area of transition.

<b>Corrective Action:</b> Document the specific activities and procedures that will be implemented and the data/criteria that will be used to verify compliance.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	(SEP Use Only) Date Met
<b>Activity/Procedure:</b> The state will provide training for all high school special education teachers on the areas of transition. <b>Data Collection:</b> The district will submit a copy of the training agenda, date of training, presenter(s) and a list of persons attending.	April 08	State	<b>Met: 8/01/08</b>

**3 month Progress Report: Transition training on 4/28/08 has been completed.**

**6 month Progress Report:**

**9 month Progress Report:**

<b>Corrective Action:</b> Document the specific activities and procedures that will be implemented and the data/criteria that will be used to verify compliance.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	(SEP Use Only) Date Met
<b>Activity/Procedure:</b> All IEPs written for students of transition age will reflect a coordinated set of activities, student strengths and interests to prepare them for post school activities. <b>Data Collection:</b> The district high school special education staff will each submit to SEP 2 copies of IEPs of students requiring transition. The files will be checked for content.	Feb. 08 and Ongoing	District	<b>Met: 11/24/08</b>

**3 month Progress Report: IEPs have not been submitted.**

**6 month Progress Report: All IEPs submitted for students of transition age showed a coordinated set of activities.**